

STRATEGIC PLAN
FOR
BROWN V BOARD OF EDUCATION
NATIONAL HISTORIC SITE



FISCAL YEARS 2001-2005

OCTOBER 1, 2001 - SEPTEMBER 30, 2005

Strategic Plan

for

Brown v. Board of Education National Historic Site

October 1, 2001 - September 30, 2005

Approved: (Stephen E. Adams) March 31, 2000
Superintendent Date

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PREFACE

This *Strategic Plan* was written to fulfill the requirements of the Government Performance and Results Act. Following is a brief overview of that law, passed by the U.S. Congress in 1993.

It should be noted, however, that the *Strategic Plan* is much more than just a response to legislative mandate. The law was a catalyst that caused the park staff to reexamine its fundamental mission and to take a fresh, longer range view, in concrete terms, of what results or outcomes it needed to achieve to more effectively and efficiently accomplish that mission. It caused us to reexamine the present condition of the natural and cultural resources in our care, the current status of our visitor services, and the existing fiscal, human, and other resources at our command to do our job. It pushed our sights above the usual daily focus on activities and products to take in the bigger picture of where we are and where we need to be. It encouraged us to think and plan in new ways. The effort wasn't easy, was even painful at times. The results, however, will be better planning, better management, and better communication with all of our constituencies and stakeholders, as well as amongst ourselves, about where we are, where we need to be, and how we are going to get there.

Government Performance and Results Act of 1993 (GPRA)

GPRA is one of the most recent and comprehensive of a number of laws and executive orders directing federal agencies to join the "*performance management revolution*" already embraced by private industry and many local, state, and national governments.

In a nutshell, *performance management* ensures that daily actions and expenditures of resources are guided by long- and short-term goal setting in pursuit of accomplishing an organization's primary mission, followed by performance measurement and evaluation. Importantly, the goals are quantifiable and measurable results or outcomes, rather than efforts or outputs (activities, services, products). The established and proven performance management approach is to ***establish goals – allocate resources to accomplish those goals – take action/do the work – measure results – evaluate and report performance – use evaluation to adjust goals and reallocate resources – and continue the loop.*** This process sharpens our focus on accomplishing our mission in the most efficient and effective ways, and holds managers and employees accountable on a clear and measurable basis.

The approach seems so elegantly simple and logical that one is compelled to ask, "Isn't that what everyone is already doing." In fact, most federal agencies have not traditionally done business this way. They have been funded and conducted their business by activities rather than by goals. Too often they have conducted business year after year based on what they have always routinely done, rather than in pursuit of mission-oriented goals. Too often they have not measured their performance in terms of results achieved, but rather in level of activities conducted, products produced, or services provided – if they have measured performance at all. And too often managers and employees have not been held accountable for their performance in achieving concrete, results-oriented goals, and have not communicated the outcomes of their work to their important constituencies – the American people, the Congress, even the President. So performance management, as embodied in GPRA, is new, revolutionary, and vitally important to a more effective, efficient, and credible federal government.

GPRA requires federal agencies to develop and use three primary documents in conducting their business. These documents are also to be submitted to the Congress and the Office of Management and Budget (OMB):

1. **Strategic Plan** of no less than five years duration, reviewed and revised every three years, and containing:
 - mission statement based in law, executive order, etc.;
 - long-term goals, which are objective, quantified, and measurable, to accomplish mission;
 - how goals will be accomplished, an adequate explanation including "...operational processes, skills and technology, and the human, capital, information and other resources required to meet those goals...";
 - relationship of annual goals to long term goals, a description of how long term goals are carried out in annual goal increments;
 - key external factors which could positively or negatively affect goal accomplishment; and
 - program evaluation methodology, a description of how mission and goals were arrived at and a schedule for future program evaluations.
 - GPRA also requires consultation with affected and interested parties in the development of the Strategic Plan, and it requires that the plan be
 - developed by federal employees (versus contractors, etc.).
2. **Annual Performance Plan** tiered off the Strategic Plan each year, showing how long term goals will be accomplished in annual increments, and containing:
 - annual goals to incrementally achieve long-term goals in Strategic Plan;
 - annual work plan, i.e. explanation of how annual goals will be accomplished – "briefly describe the operational processes, skills and technology, and the human, capital, information and other resources required to meet the performance goals...."; and
 - basis for measuring results – "...provide a basis for comparing actual program results with the established performance goals...." and "...describe the means to be used to verify and validate measured values."
3. **Annual Performance Report** reviewing each year's successes and failures and identifying areas where activities or goals need to be revised in the future, addressing:
 - what annual goals were met or exceeded;
 - what annual goals were not met;
 - why annual goals were not met; and
 - what remedial action will be taken for goals not met.

Importantly, GPRA mandates that long-term and annual goals be **results or outcomes** rather than outputs (activities, products, or services) and that they be "objective, quantifiable, and measurable" so that performance can be adequately measured and reported, progress on mission accomplishment assessed, and managers and employees held accountable.

While the National Park Service has long been a mission-oriented organization, it has also had a long tradition of planning, managing, and budgeting by activity, problem solving and issue resolution. Its response to GPRA requirements will help it focus on accomplishing mission through establishing long-term and annual goals, allocating resources to those goals, and measuring and reporting results.

About This Plan

In consultation with Congress, OMB and other interested parties, the National Park Service (NPS) developed its own unique GPRA implementation process. Using this process, the NPS methodically developed its first “servicewide” *Strategic Plan* and submitted it on September 30, 1997. That plan was revised and published electronically on January 15, 2000. A copy of revised plan is available for review at Brown v. Board of Education NHS headquarters. It is also available on the Internet at <http://www.nps.gov>.

The NPS manages the National Park System, which consists of over 375 units located in nearly every state and territory of the nation. Thus the NPS is fundamentally a field-based, resource preservation and visitor service organization, where results or outcomes actually occur in the parks rather than Washington headquarters. In addition, the NPS has legislated partnership responsibilities, carried out by central offices throughout the country, to provide technical assistance and grant funding to other non-federal preservation entities. Therefore, as part of its GPRA implementation process, NPS decided that each of its component parks, programs, and offices would develop and submit their own Strategic Plans, Annual Performance Plans, and Annual Performance Reports. The National Park Management Omnibus Act of 1998 codified into law that all field units of the National Park System would write Strategic Plans and Annual Performance Plans consistent with the Government Performance and Results Act.

The local plans address the long-term goals in the “servicewide” plan that are appropriate to the individual units as parts of the overall National Park System, NPS, and its mission. Then they add goals specific to their own legislative mandates, missions, resources, visitor services, and issues needs. The local plans, then, are a blend of national and local missions and goals.

This *Strategic Plan* for Brown v. Board of Education NHS follows this pattern. It is a five-year plan covering fiscal years 2001 through 2005. It consists of a mission statement born out of the NPS organic act as well as the specific legislation establishing this park. It contains mission goals, closely paralleling the “servicewide” mission goals, that illustrate in broad brushstroke what we do far beyond just five years – “in perpetuity” - to accomplish our stated mission. It then contains long-term goals, which target in quantified, measurable ways what we will accomplish in the next five years toward achieving our overall mission goals and mission. The long-term goals address both appropriate “servicewide” goals as well as park-specific outcomes. The goal numbering protocol follows that of the “servicewide” plan with park-specific suffixes. Since not all servicewide goals apply to Brown v. Board of Education NHS, some numbers are skipped. In addition, there are numbers containing 0's which are not in the servicewide plan and indicate park-specific goals.

Following the simple goal listing, each long-term goal is repeated with one or more explanatory paragraphs that give background, detail, and other information useful to help the reader understand the goal as well as to sketch in how the goal will be accomplished.

After these goal explanations, the plan contains a general section on “How Goals will be Accomplished” which briefly sketches the park’s organization, staffing, fiscal, infrastructure, and other resources available to achieve the plan’s long-term goals. This is followed in turn by brief discussion of “Key External” factors over which park staff may have influence but not control, and which could positively or negatively affect goal achievement.

Finally, there is a brief discussion of how the contents of the plan were arrived at, and a listing of those who were consulted in the development of the plan.

It should be noted that the goals in this plan are generally predicated on "flat budgets" for the next five years. Other than increases for inflation, we assumed no major increases in funding. Where increases in appropriations were known or are likely, they were taken into account. Where other funding sources (donations, fee revenues, etc.) were "reasonably assured", they too were taken into consideration when setting performance targets. Obviously, limits on funding constrain what can be accomplished toward our goals and mission. GPRA, however, is distinctly not about discussing budget shortfalls or requesting or justifying additional funding. Rather it is about planning, managing, and communicating what we can accomplish with what we already have. Performance target numbers speak for themselves about how well funded we are to accomplish our mission, and where targets are low, additional budget discussions might be generated. But this is not the primary purpose of the plan.

We would, however, be remiss in our duties as stewards of and storytellers about the priceless natural and cultural resources - defining America's heritage - which are in our care if we did not duly note that we sincerely believe we are under-funded and under-staffed to fully achieve our important mission and goals. On the other hand, we also recognize that we are but one of many worthwhile federal enterprises which compete for scarce and precious tax dollars, and we are pursuing a wide variety of alternative management, funding, and staffing scenarios to supplement our appropriations. In the meantime, we welcome the opportunity to respond to the requirements of GPRA with this *Strategic Plan* and its companion documents to better plan, manage, and communicate how - and how well - we are achieving our mission through performance goals supported by existing, and largely flat, levels of funding.

Each year that the *Strategic Plan* is in effect, beginning with fiscal year 2001 (October 2000) there will be a companion *Annual Performance Plan* which shows in annual goals, that year's targeted incremental achievement of each long-term goal, and a work plan for accomplishing that increment. Each year there will also be an *Annual Performance Report* discussing actual achievement of the prior year's annual goals and progress on long-term goals.

Additional copies of the Brown v. Board of Education NHS *Strategic Plan* are available at park headquarters at 424 S. Kansas Avenue, Suite 220, Topeka, KS 66603-3441. Questions and comments are welcome and encouraged and can be addressed to the Superintendent at the same address. As they are written and approved, copies of the current year's *Annual Performance Plan* and *Annual Performance Report* will also be available on request, with questions and comments equally welcome.

INTRODUCTION

About the Park

This five-year *Strategic Plan* has been written for Brown v. Board of Education National Historic Site, one of over 375 units of the greater National Park System administered by the National Park Service, U.S. Department of the Interior.

The National Park System preserves outstanding representatives of the best of America's natural, cultural, and recreational resources of national significance. These resources constitute a significant part of America's heritage, character, and future. Along with similar resources of local, state, tribal, and national significance administered by other public and private organizations and supported by National Park Service technical assistance and grant funding support, Brown v. Board of Education NHS is a vital part of America's national system of parks and other preserved resources. The National Park Service not only directly and indirectly preserves these myriad national treasures, it also makes them available to millions of visitors from throughout the country and the world every year.

Located in Topeka, Kansas, Brown v. Board of Education NHS was established by Congress in 1992. Containing two (2) acres, the park preserves, protects, and interprets the places that contributed materially to the landmark U. S. Supreme Court decision that brought an end to segregation in public education. Once the site opens in May 2003, it will make this valuable part of America's heritage available to approximately 150,000 visitors each year for their experience, enjoyment, understanding, and appreciation.

This Strategic plan will change dramatically during fiscal years 2001 thru 2004 due to planning for this new site, site opening in May 2003 and the 50th year anniversary of the *Brown* case in May 2004.

Planners realize that the theme of school desegregation, within the contexts of the U.S. Constitution and African American history, is not conducive to more traditional methods of interpretation. Therefore, this site will provide visitors with a graduated series of opportunities for dialogue and a variety of media presented at diverse interest levels and learning styles to maximize the experience. The visitor center will include traditional and interactive exhibits, an auditorium, dialogue galleries, an "artist in residence" expressions room, classrooms for onsite curriculum exploration, a bookstore for selling educational materials, and a media research center with archives, films, oral histories, and Internet access. The permanent visitor center is planned as a national and international resource with the scheduled opening on May 17, 2003.

The 50th year anniversary of this landmark decision will be celebrated on May 17, 2004. Plans for this monumental event have already begun and will require efforts from the staff of Brown v. Board of Education NHS, partners, local government and organizations, and citizens to make this celebration successful.

I. MISSION of the National Park Service at Brown v. Board of Education NHS

Brown v. Board of Education National Historic Site is dedicated to preserving, protecting, and interpreting for the benefit and enjoyment of present and future generations the places that contributed materially to the landmark United States Supreme Court decision that brought an end to segregation in public education. The site is responsible for interpreting the integral role of the Brown case in the Civil Rights Movement, and assisting in the preservation and interpretation of related resources locally, nationally, and internationally that further the understanding of the Civil Rights Movement.

The mission of the National Park Service at Brown v. Board of Education NHS is rooted in and grows from the park's legislated mandate found in the Act of Congress. Our mission statement is a synthesis of this mandated purpose, plus the park's primary significance as itemized below.

Legislative Intent

The law creating Brown v. Board of Education NHS mandated the National Park Service to:

- Preserve, protect, and interpret for the benefit and enjoyment of present and future generations, the places that contributed materially to the landmark U. S. Supreme Court decision that brought an end to segregation in public education.
- Interpret the integral role of the Brown v. Board of Education case in the civil rights movement.
- Assist in the preservation and interpretation of related resources within the city of Topeka that further the understanding of the civil rights movement.

Purpose

Therefore, the purpose of Brown v. Board of Education NHS is to preserve, protect, and interpret the places that contributed materially to the U. S. Supreme Court decision that ended segregation in public schools and to interpret the role of *Brown* in the civil rights movement.

Significance

The primary significance of Brown v. Board of Education NHS can be summarized as:

- The landmark *Brown v. Board* Supreme Court case ended segregation in public schools and successfully overturned the doctrine of "Separate but Equal" established by the 1896 *Plessy v. Ferguson* decision.
- The *Brown* case moved all Americans into the modern Civil Rights Movement with the promise of equality embodied in the 14th Amendment and was the turning point for African Americans in their struggle for equal rights.
- The *Brown* decision is recognized on both the National and International levels and serves as an example for all citizens who had been deprived of fundamental rights.

Mission Statement

Brown v. Board of Education National Historic Site is dedicated to preserving, protecting, and interpreting for the benefit and enjoyment of present and future generations the places that contributed materially to the landmark United States Supreme Court decision that brought an end to segregation in public education. The site is responsible for interpreting the integral role of the Brown case in the Civil Rights Movement, and assisting in the preservation and interpretation of related resources locally, nationally, and internationally that further the understanding of the Civil Rights Movement.

Mission Goals

Brown v. Board of Education National Historic Site's mission is accomplished through pursuit of the following broad, "in perpetuity" mission goals:

Goal Category I Preserve Brown v. Board of Education NHS Resources

Ia Natural and cultural resources and associated values at Brown v. Board of Education NHS are protected, restored and maintained in good condition and managed within their broader ecosystem and cultural context.

Ib The National Park Service at Brown v. Board of Education NHS contributes to knowledge about natural and cultural resources and associated values; management decisions about resources and visitors are based on adequate scholarly and scientific information.

Goal Category II Provide for the Public Use and Enjoyment and Visitor Experience of Brown v. Board of Education NHS

Ila Visitors to Brown v. Board of Education NHS safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

IIb Park visitors and the general public understand and appreciate the preservation of Brown v. Board of Education NHS and its resources for this and future generations.

Goal Category IV Ensure Organizational Effectiveness of Brown v. Board of Education NHS

IVa The National Park Service at Brown v. Board of Education NHS uses current management practices, systems, and technologies to accomplish its mission.

IVb The National Park Service at Brown v. Board of Education NHS increases its managerial capabilities through initiatives and support from other agencies, organizations, and individuals.

II. LONG-TERM GOALS

During the next five years – fiscal years 2001 through 2005 – the National Park Service will achieve the following specific long-term goals in pursuit of its mission and mission goals at Brown v. Board of Education NHS. These long-term goals are objective, quantified, and measurable. Due dates, performance indicators, performance target numbers, desired condition, and baselines, as appropriate, are imbedded in each goal statement in order to avoid separate long lists of performance measures. Each long-term goal is listed in the context of the mission goal it is targeting to achieve. Following this simple listing, each mission and long-term goal is repeated in the context of background or explanatory information beginning on page 7.

LONG-TERM GOAL LISTING

Mission Goal 1a: Natural and cultural resources and associated values at Brown v. Board of Education NHS are protected, restored and maintained in good condition and managed within their broader ecosystem and cultural context.

Long-term goals:

1a5-BRVB Historic Structures – By September 30, 2005, 4 (100%) of the historic structures listed on the 1998 List of Classified Structures for Brown v. Board of Education National Historic Site are in good condition.

1a7-BRVB Cultural Landscapes – By September 30, 2005, 1 (100%) of the cultural landscapes listed on the 1998 Cultural Landscape Inventory for Brown v. Board of Education National Historic Site are in good condition.

Mission Goal 1b: The National Park Service at Brown v. Board of Education NHS contributes to knowledge about natural and cultural resources and associated values; management decisions about resources and visitors are based on adequate scholarly and scientific information.

Long-term goals:

1b2A-BRVB Archeological Baseline -- By September 30, 2005, the number of Brown v. Board of Education NHS archeological sites inventoried, evaluated and listed in the National Park Service ASMIS is increased from 0 in FY 1999 to 1.

1b2D-BRVB Museum Collections -- By September 30, 2005, the number of Brown v. Board of Education NHS museum objects cataloged into the National Park Service Automated National Catalog System (ANCS+) and submitted to the National Catalog is increased from 0 in FY 1999 to 500.

Mission Goal IIa: Visitors to Brown v. Board of Education NHS safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

Long-term goals:

IIa1-BRVB Visitor Satisfaction – By September 30, 2005, 95% of the visitors to Brown v. Board of Education National Historic Site are satisfied with appropriate park facilities, services, and recreational opportunities.

IIa2-BRVB Visitor Safety – By September 30, 2005, the visitor accident/incident rate at Brown v. Board of Education National Historic Site is maintained at zero (0).

Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of Brown v. Board of Education NHS and its resources for this and future generations.

Long-term goals:

IIb1-BRVB Visitor Understanding and Appreciation – By September 30, 2005, 86% of park visitors understand and appreciate the purpose and significance of the Brown v. Board of Education National Historic Site.

IIb1.x-BRVB Student Understanding and Appreciation – By September 30, 2005, 86% of students participating in Brown v. Board of Education National Historic Site educational programs, understand America's cultural and natural heritage as preserved by National Parks and Programs.

Mission Goal IVa: The National Park Service at Brown v. Board of Education NHS uses current management practices, systems, and technologies to accomplish its mission.

Long-term goals:

IVa3-BRVB Workforce Development and Performance:

IVa3A-BRVB Performance Plans Linked to Goals — By September 30, 2005, 100% of Brown v. Board of Education NHS employee performance plans are linked to appropriate strategic and annual performance goals and position competencies.

IVa4-BRVB Workforce Diversity:

IVa4A-BRVB Underrepresented groups in permanent workforce — By September 30, 2005, the number of Brown v. Board of Education NHS permanent positions in the 9 targeted occupational series filled by employees from underrepresented groups is maintained at the FY 1999 level of 100%.

IVa4B-BRVB Women and Minorities in Temporary and Seasonal Workforce — By September 30, 2005, the total number of Brown v. Board of Education NHS temporary/seasonal positions annually filled by women and minorities is increased from 0 in FY 1999 to 2.

IVa4C-BRVB Individuals with Disabilities in the Permanent Workforce — By September 30, 2005, the number of Brown v. Board of Education NHS permanent positions filled by employees with disabilities is increased from 0 in FY 1999 to 1.

IVa4D-BRVB Individuals with Disabilities in Temporary and Seasonal Workforce — By September 30, 2005, the total number of Brown v. Board of Education NHS temporary/seasonal positions annually filled by employees with disabilities is increased from 0 in FY 1999 to 1.

IVa6-BRVB - Employee Safety:

IVa6A-BRVB Employee Lost-time Injury Rate -- By September 30, 2005, the number of Brown v. Board of Education NHS employee lost-time injuries is maintained at the FY 1992-FY 1996 five-year annual average of Zero (0).

IVa6B-BRVB Continuation of Pay Hours -- By September 30, 2005, the number of Brown v. Board of Education NHS hours of Continuation of Pay is maintained at zero (0).

IVa7-BRVB Line-Item Construction -- By September 30, 2005, 100% of Brown v. Board of Education line-item projects funded by September 30, 1998, and each successive fiscal year, meet 90% of cost, schedule, and construction parameters.

Mission Goal IVb: The National Park Service at Brown v. Board of Education NHS increases its managerial capabilities through initiatives and support from other agencies, organizations, and individuals.

Long-term goals:

IVb1-BRVB Volunteer Hours -- By September 30, 2005, the number of Brown v. Board of Education NHS is increased from 83 in 1999 to 145 (75% increase).

IVbX-BRVB Park Partnerships -- By September 30, 2005, the number of projects successfully completed by partners under formal agreements that protect the resources and serve the visitors of Brown v. Board of Education NHS is increased from 5 in FY 2000 to 8 (63% increase).

GOAL EXPLANATIONS

Goal Category I: Preserve Park Resources

The mission goals and long-term goals in goal category I are inclusive of the mandates in Brown v. Board of Education National Historic Site's authorizing legislation to preserve, protect and interpret the places that contributed materially to the landmark U.S. Supreme Court decision that brought an end to segregation in public school and assist in the preservation of related resources within the city of Topeka that further the understanding of the civil rights movement; and the NPS Organic Act "to conserve the scenery and the natural and historic objects and the wild life therein...." All goals that pertain to resource preservation and the acquisition of knowledge from and about the resources to meet this mandate are appropriate to this category.

Mission Goal Ia: Natural and cultural resources and associated values of Brown v. Board of Education National Historic Site are protected, restored, and maintained in good condition and managed within their broader ecosystem and cultural context.

This goal includes the concepts of biological and cultural diversity. Broader ecosystem and cultural context includes both natural systems and cultural systems that extend beyond the park to nearby lands. Cultural context refers to ensuring that park resources are preserved and interpreted in relationship to other historical events or cultural processes.

Long-term goals related to this mission goal include the protection, restoration, or maintenance of archeological and ethnographic resources, historic structures and objects, research collections, cultural traditions, and subsistence activities – all of which are relevant to the purpose and/or significance of Brown v. Board of Education National Historic Site. Long-term goals that deal with threats to natural or cultural landscapes also relate to this mission goal, as do goals that seek cooperation with neighboring land managers and that promote ecosystem management.

Long-term Goals Addressing Mission Goal Ia

Ia5-BRVB Historic Structures By September 30, 2005, 4 of 4 (100%) of Brown v. Board of Education NHS historic structures listed on the National Park Service List of Classified Structures (LCS) at the end of fiscal year 1999 are in good condition.

Brown v. Board of Education NHS historic structures include the Monroe School (HS#1), the Playground areas (HS#2), the Baseball Backstop (HS#3), and the Flagpole (HS#4). The park's historic structures and the events surrounding them are key cultural resources and integral to many other sites that relate to the story of *Brown*. Maintaining these structures in good condition also supports the National Historic Preservation Act and the cultural resource integrity of the national park system.

The List of Classified Structures (LCS) is the primary computerized database containing condition information on the more than 24,000 park historic and prehistoric structures. Structures on the LCS are on, or eligible for, the National Register of Historic Places, or are otherwise treated as cultural resources. "Good condition" means that the structure and significant features need only routine repairs or cyclic maintenance.

Ia7-BRVB Cultural Landscapes By September 30, 2005, 1 of 1 (100%) of Brown v. Board of Education NHS cultural landscapes listed on the 1999 National Park Service Cultural Landscapes Inventory (CLI) with condition information are in good condition.

Cultural landscapes provide the physical environment associated with historical events and reveal aspects of our country's origins and development through their form, features, and use. They also illustrate the relationships between park cultural and natural resources.

Brown v. Board of Education National Historic Site's landscape consists of a fenced lot, with the Monroe School building at the center, with concrete paving on the front (east) side, an asphalt-paved lot on the north side and grass and gravel on the south and west. An adjacent grassy lot contains the chain-link fence baseball backstop at the northwest corner. Total acreage for the site is 2.017 acres.

The Cultural Landscapes Inventory is a national inventory of all park landscapes having historical significance.

Mission Goal Ib: The National Park Service at Brown v. Board of Education NHS contributes to knowledge about natural and cultural resources and associated values; management decisions about resources and visitors are based on adequate scholarly and scientific information.

Brown v. Board of Education NHS has fundamental information needs for making decisions about managing its cultural resources. The park also contributes to and must routinely use scholarly and scientific research and consult with park-associated communities. Park resource or documentary research-based decision making is included here.

Long-term Goals Addressing Mission Goal Ib

Ib2. Cultural Resource Baselines -- Knowledge about cultural resources and their conditions is crucial to preserving them. Cultural resource databases document historic structures (List of Classified Structures), museum collections (Automated National Catalog System), cultural landscapes (Cultural Landscapes Automated Inventory Management System), archeological sites (Archeological Sites Management Information System), ethnographic resources (Ethnographic Resources Inventory), and historical research (Cultural Resources Bibliography).

Ib2A-BRVB Archeological Baseline

By September 30, 2005, the number of Brown v. Board of Education NHS archeological sites inventoried, evaluated and listed in the National Park Service ASMIS is increased from 0 in FY 1999 to 1.

Ib2D-BRVB Museum Collections

By September 30, 2005, the number of Brown v. Board of Education NHS museum objects cataloged into the National Park Service Automated National Catalog System (ANCS+) and submitted to the National Catalog is increased from 0 in FY 1999 to 500.

Brown v. Board of Education NHS currently has a small oral history collection completed by the Brown Foundation in cooperation with the Kansas State Historical Society. In fiscal years 2000 and 2001, the park will expand the current oral history collection and

incorporate a more complete collection of all living participants in the four other states involved in this case. The park will inventory and evaluate its resources and their condition and significance. This information will be accessible for research, interpretation, planning, and decision making for the new permanent visitor center.

Goal Category II: Provide For The Public Enjoyment And Visitor Experience Of Parks

The mission goals and long-term goals in Goal Category II reflect the NPS Organic Act's mandate "to provide for the enjoyment of the [resources] in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." All NPS goals for visitor satisfaction, enjoyment, safety, appreciation, understanding, and educational programs are included here.

Mission Goal IIa: Visitors to Brown v. Board of Education NHS safely enjoy and are satisfied with the availability, accessibility, diversity, and quality of park facilities, services, and appropriate recreational opportunities.

Every visitor should safely enjoy parks and their resources. Such enjoyment and safety are affected by the quality of park programs, facilities, and services, whether provided by the NPS, a concessioner, or a contractor. Availability of park facilities, services, and recreational opportunities refers to locations and scheduling that fit visitors' needs. These also play an important role in the overall satisfaction of visitors.

Diversity of facilities and services refers to a range of appropriate accommodations and recreational opportunities (at various prices and levels of expertise and interest) for park visitors. Quality of facilities and services refers to well-presented, knowledge-based orientation, interpretation, and educational programs. Appropriate recreational opportunities are consistent with a park's purpose and management and are not harmful to resources or park visitors.

Long-term Goals Addressing Mission Goal IIa

Ila1-BRVB Visitor Satisfaction

By September 30, 2005, 95% of visitors to Brown v. Board of Education National Historic Site are satisfied with appropriate park facilities, services, and recreational opportunities.

People visiting parks should enjoy both their activities and their accommodations. Park facilities and services include roads, water systems, hotels, stores, interpretive tours and talks, and interpretive media. Visitor surveys and focus groups evaluate specific aspects of park visits to provide critical information for managing these facilities and services. "Satisfied Visitors" are those who rate park facilities, services and recreational activities as "good" or "very good." Data from the 1998 survey of parks shows an overall satisfaction rate of 95%, with a statistical margin of error of $\pm 6\%$.

Since Brown v. Board of Education NHS was not officially open to the public in 1998, the park was unable to participate in the survey. The park plans to be able to participate in FY 2004 survey and establish a baseline to measure visitor satisfaction with facilities, services and recreational opportunities.

Ila2-BRVB Visitor Safety

By September 30, 2005, the number of Brown v. Board of Education NHS visitor accidents/incidents rate is maintained at zero (0).

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All visitors should have safe park experiences, free from injuries or fatalities. Although not officially open to the public, Brown v. Board of Education NHS has a temporary visitor center, located at park headquarters in the main post office building at 424 S. Kansas Avenue, Suite 220.

This temporary visitor center and the Monroe school grounds will be maintained free of hazards for visitor use until the official opening of the Monroe School in May 2003.

Mission Goal IIb: Park visitors and the general public understand and appreciate the preservation of Brown v. Board of Education NHS and its resources for this and future generations.

Visitor understanding reflects quality experiences, from enjoying the park and its resources to understanding why the park exists and the significance of its resources. Showing the value of parks to today's visitors helps ensure that parks and their resources will be available for the enjoyment of future generations.

Brown v. Board of Education National Historic Site's formal educational programs provide better understanding and appreciation for the park and its resources.

Long-term Goals Addressing Mission Goal IIb

IIb1. Visitor Understanding and Appreciation By September 30, 2005, 86% of park visitors understand and appreciate the purpose and significance of the Brown v. Board of Education National Historic Site.

Visitors learn much about this Nation's cultural and natural heritage from parks. This goal measures visitor understanding and appreciation of park's meanings and resources. Park efforts to provide visitors information, orientation, interpretation, and education help visitors discover the park's most significant meanings and make connections between the tangible natural and cultural resources and park's intangible values.

This goal measures visitor understanding (grasping a park's meaning) and appreciation (valuing a park and its resources) through feedback from visitor surveys (the Visitor Survey Card Project) and focus groups. These surveys sample visitors' understanding of the significance of the park they visit.

Again, since Brown v. Board of Education NHS was not officially open during the 1998 NPS Visitor Survey, the park could not establish a baseline for this goal. The park plans to be able to participate in the FY 2004 survey and establish a baseline to measure visitor satisfaction with facilities, services and recreational opportunities. However, the park will still perform in-house audits of its programs and services and seek the input and feedback of visitors, educators, NPS employees at other sites, and park partners.

IIb1X. Educational Programs By September 30, 2005, 86% of students participating in Brown v. Board of Education NHS formal educational programs, understand America's cultural and natural heritage as preserved by National Park Service and its Programs.

Brown v. Board of Education NHS curriculum-based programs link park themes to national standards and state curriculums and involve educators in planning and development. They can help students of all ages better understand the importance of the *Brown v. Board* case,

constitutional law, and civil rights history. Park programs include pre-visit and post-visit materials that address different learning styles, include an evaluation mechanism and provide learning experiences linked directly to clear objectives.

Goal Category IV: Ensure Organizational Effectiveness

To be a successful organization, Brown v. Board of Education NHS must be effective and efficient by managing its financial and human resources. The park must have systems and programs that support its employee, volunteers, and partners. It must find ways to increase its financial and human resources. Category IV goals measure workplace standards, such as diversity and competency levels, as well as program execution efficiencies, such as the accuracy of construction cost estimates.

Mission Goal IVa: The National Park Service at Brown v. Board of Education NHS uses current management practices, systems, and technologies to accomplish its mission.

To become more responsive, efficient, and accountable, Brown v. Board of Education NHS must integrate its planning, management, accounting, reporting, and other information resource systems. Integrating or interfacing these systems provides better communication among park program areas. Brown v. Board of Education NHS will improve its workforce diversity, employee safety, and employee performance standards.

Long-term Goals Addressing Mission Goal IVa

IVa3-BRVB Workforce Development and Performance

IVa3A-BRVB Performance Plans Linked to Goals -- By September 30, 2005, 100% of Brown v. Board of Education NHS employee performance plans are linked to appropriate strategic and annual performance goals and position competencies.

This goal directly connects individual performance to organizational outcomes by linking performance agreements with annual performance goals. Performance agreements and standards are tied to the essential competencies required for individual employees to meet the goals effectively and efficiently.

IVa4-BRVB Workforce Diversity

IVa4A-BRVB Underrepresented Groups In Permanent Workforce -- By September 30, 2005, the number of Brown v. Board of Education NHS permanent positions in the 9 targeted occupational series filled by employees from underrepresented groups is maintained at the FY 1999 level of 100%.

IVa4B-BRVB Women and Minorities in Temporary and Seasonal Workforce -- By September 30, 2005, the total number of Brown v. Board of Education NHS temporary/seasonal positions annually filled by women and minorities is increased from zero (0) in FY 1999 to 2.

IVa4C-BRVB Individuals with Disabilities in the Permanent Workforce — By September 30, 2005, the number of Brown v. Board of Education NHS permanent positions filled by employees with disabilities is increased from 0 in FY 1999 to 1.

IVa4D-BRVB Individuals with Disabilities in Temporary and Seasonal Workforce —

By September 30, 2005, the total number of Brown v. Board of Education NHS temporary/seasonal positions annually filled by employees with disabilities is increased from 0 in FY 1999 to 1.

Brown v. Board of Education NHS will recruit, hire, develop, promote and retain a qualified, highly skilled and dedicated workforce that reflects the rich diversity of our national parks and nation. Such diversity ensures that employees in all occupations and grade levels are valued and provides the opportunity for everyone to work at their full potential, whether they are permanent, temporary/seasonal, or disabled employees.

IVa6-BRVB - Employee Safety

IVa6A-BRVB Employee Lost-time Injury Rate -- By September 30, 2005, the number of Brown v. Board of Education NHS employee lost-time injuries is maintained at the FY 1992-FY 1996 five-year annual average of zero (0).

IVa6B-BRVB Continuation of Pay Hours -- By September 30, 2005, the number of Brown v. Board of Education NHS hours of Continuation of Pay is maintained at zero (0).

By maintaining a safe and healthful working environment and promoting safe work practices, Brown v. Board of Education NHS helps prevent mishaps that result in employee injury and illness. This requires an extensive, multi-faceted program that involves all employees. If mishaps occur, the park will return the employee to work when medically able to reduce time off the job.

IVa7-BRVB Line-Item Construction

By September 30, 2005, 100% (1 of 1) of Brown v. Board of Education line-item projects funded by September 30, 1998, and each successive fiscal year, meet 90% of cost, schedule, and construction parameters.

The National Park Service line-item construction program covers historic preservation, rehabilitation, and new construction projects approved by Congress. For Brown v. Board of Education NHS, this goal measures the percent of the Monroe School line-item construction project that is completed within allocated funds, project schedule, and specific project parameters. This measurement is based on project agreements or comparable documents and measures the degree of achievement on stated project goals.

Mission Goal IVb: The National Park Service at Brown v. Board of Education NHS increases its managerial capabilities through initiatives and support from other agencies, organizations, and individuals.

Brown v. Board of Education National Historic Site will pursue maximum public benefit through contracts, cooperative agreements, contributions, and other alternative approaches to support park operations and partnership programs. Partners include non-government organizations such as Friends Groups, foundations, cooperating associations, and concessioners, as well as federal, state, and local government organizations.

Long-term Goals Addressing Mission Goal IVb

IVb1-BRVB Volunteer Hours

By September 30, 2005, the number of Brown v. Board of Education NHS volunteer hours is increased from 83 hours in FY 1999 to 145 hours (75% increase).

The Brown v. Board of Education NHS Volunteers through the Volunteer-in-Parks (VIP) program contributes valued hours of support to the park. Volunteers assist park staff in its efforts to preserve and interpret the *Brown* case by contributing their time and talents in a variety of areas. Contributions from volunteers include library organization, maintenance, clerical duties, research and interpretation. They also assist with clean-ups and other special events.

IVbX-BRVB Park Partnerships

By September 30, 2005, the number of projects successfully completed by partners under formal agreements that protect the resources and serve the visitors of Brown v. Board of Education NHS is increased from 5 in FY 1999 to 8 (63% increase).

Through a cooperative agreement between the Brown v. Board of Education National Historic Site and the Brown Foundation, the two organizations work in concert to provide traveling exhibits and speakers for programming to schools, civic organizations, youth groups, clubs and others; to develop and implement training programs and materials for educators to enhance the teaching and understanding of Brown v. Board of Education; to develop training and orientation materials for Brown v. Board of Education NHS interpretive staff; to plan and sponsor symposia that examine the historical and contemporary impact of Brown v. Board of Education; and to serve as team members with respect to content and form in the preparation of interpretive exhibits planning and development.

III. HOW GOALS WILL BE ACCOMPLISHED

Brown v. Board of Education National Historic Site's long-term goals will be accomplished in five annual increments detailed each year in an Annual Performance Plan. The Annual Performance Plan will contain annual goal increments of the long-term goals. It will also contain a work plan for each annual goal, which will layout the activities and products, along with their personnel and fiscal costs that will be carried out to achieve the annual goal.

The five-year summary forms in Appendix A illustrate how annual goals and work efforts will accomplish each long-term goal.

Current human and fiscal resources available to achieve the park's goals and carry out its mission include an annual base operating budget of approximately \$524,000 (in 2000 dollars). The park submitted a request for an \$881,000 operational base increase for fiscal year 2002. The funding will allow the park to provide a fully operational visitor center with interpretive and educational programs, computerized exhibits and a media resource center. The permanent visitor center will be open seven days a week and available for to approximately 150,000 visitors annually. In fiscal year 2000 the park has a permanent work force of approximately 8 permanent positions, 1 term position, and 2 seasonal positions. However, once the park is fully operational the permanent staff is projected to increase to 20 permanent positions and 3 seasonal positions. This work force is supplemented by 83 hours of Volunteers-in-Parks service (FY 1999 hours).

The park's annual ONPS budget is supplemented each year by approximately \$1,000 of donated funds (or value), \$20,000 of cyclic maintenance funds, \$30,000 special project funds from various sources, \$1,500 State Coordinator funds, and \$1,400 Volunteers-in-Parks funds.

Achieving and/or exceeding performance targets in annual and long-term goals is sometimes dependent on the availability of special project funds and assistance from Regional Support Offices, Midwestern Archeological and Conservation Center, and other National Park Service support organizations, as well as partners and cooperators.

The Brown Foundation, through a cooperative agreement, assists the park in achieving its visitor and student understanding goals by producing interpretive and educational programs and providing research materials. The park friends group is in the early stages of development in FY 2000, however, it may also provide assistance to the park during the course of this five-year strategic plan. The park will establish partnerships with the U.S. Postal Service, Topeka Convention & Visitors Bureau, Topeka Chamber of Commerce, Washburn University, Kansas State Historical Society, and the Kansas State Historic Preservation Office to accomplish its goals. In addition, the Superintendent of BRVB will foster partnerships and provide support to the Kansas National Parks in his role as Kansas State Coordinator.

In fiscal year 2000, the Superintendent leads Brown v. Board of Education NHS employees which are organized into three operating divisions: Interpretation, visitor services & Resource Management, Maintenance, and Administration. Staff expertise and specialties as of fiscal year 2000 include two (2) permanent park rangers and a term Historian position.

There is one (1) seasonal (temporary) park guide working within interpretation and visitor services and one (1) seasonal laborer that performs routine maintenance work to maintain the cultural landscape of the Monroe school grounds. This recurring staff is occasionally supplemented and/or supported using special project funds, contracts, and/or the assistance or expertise of various NPS and other organizations as available.

Park infrastructure for accomplishing goals include the Monroe school building, where the maintenance staff is stationed and where permanent exhibits and visitor services will be located in FY 2003, and the main park headquarters, where the administrative and interpretive staff, as well as temporary visitor center with exhibits, audio-visual presentations, and interpretive literature is located.

In addition to Multi-Year worksheets found in Appendix A, please see the explanatory paragraphs following each goal in the "Long-term Goals" section for more information and/or detail on how goals will be accomplished.

IV. KEY EXTERNAL FACTORS

While park management and staff can plan, manage, and largely control much of what occurs in the park, other things they can only influence, especially things external to park boundaries. Some things, such as natural events, they have no control over whatsoever. In developing Brown v. Board of Education National Historic Site's *Strategic Plan* and its long-term goals, it was important to take into consideration key external factors that could negatively or positively affect goal outcomes. A few of the most important or most likely are identified briefly below. This is by no means an exhaustive list but simply those that are most likely to influence outcomes as viewed at the time of writing the plan.

➤ Line-item Construction Project

A robust economy has increased the cost of construction of interpretive exhibits and media, and rehabilitation of the interior and exterior of the Monroe school building. The economy has also generated a greater workload for companies doing these types of work, resulting in greater demand for their services and potentially affecting the target completion date.

➤ Downtown Topeka Design Plan

The City of Topeka plans to revitalize the larger downtown area with museums, restaurants, business complexes and new housing. This redevelopment has the potential of affecting the historic character of the Monroe neighborhood. The challenge for the city is to develop their urban design framework while still maintaining those architectural characteristics found in the Monroe school's period significance (1951-1954). Adverse impacts to the neighborhood would affect the park's ability to tell the story of *Brown* in the proper historic context.

➤ 50th Year Anniversary and Grand Opening of the Site

The 50th Anniversary of the Brown decision and the Grand Opening of the site will be May 17, 2004. Therefore, the National Park Service must complete the rehabilitation of the Monroe school, install the interpretive exhibits and media, and ensure operational effectiveness of the new visitor center prior to that date. Planning for the Grand Opening will be complicated by the Sesquicentennial of the Kansas Territory and of the City of Topeka, which also occur in 2004. With all of the stakeholders involved in these commemorative events, there is a need for effective partnerships with local and national organizations and civic groups.

V. PROGRAM EVALUATION METHODOLOGY AND SCHEDULE FOR FUTURE EVALUATIONS

Program Evaluation Methodology

In fiscal year 1997, the Brown v. Board of Education NHS management team went through an official GPRA training held at the site. At that time, the team developed the parks mission statement and purpose and significance statements. In July 1999, the park's GPRA planning team consisting of the Superintendent, Administrative Officer (GPRA Coordinator), and Chief of Interpretation reviewed and revised these statements. The team also reviewed the park's authorizing Legislation, General Management Plan, Historic Structures Report, Cultural Landscape Inventory, and the draft National Park Service Strategic Plan for FY01-05 to revise mission and long-term goals.

In August 1999, the GPRA planning team expanded to include the rest of the Brown v. Board of Education NHS employees. After reviewing the Value Analysis reports on the new Monroe school and visitor center and the staffing plan for BRVB, the team closely followed the NPS 8 Step Implementation Process to park GPRA planning as seen in Appendix B. The team determined the necessary annual outcomes, activities, funding and staffing needed to reach the five-year performance target by addressing each long-term goal in five annual increments.

Once the National Park Service Strategic Plan was in final form, the park reviewed it and made necessary revisions to BRVB's Strategic Plan. The GPRA Coordinator also consulted with subject-matter experts on the newer, unfamiliar long-term goals the team established.

Schedule for Future Evaluations

The Brown v. Board of Education NHS Strategic Plan will be reviewed annually to make minor adjustments made based on annual performance achievement the prior year. The plan will also undergo a more extensive review and revision every three years as required by GPRA. All reviews and revisions will follow the same pattern as outlined above.

VI. CONSULTATION

GPRA requires that Congress, OMB, and other interested and affected parties be consulted in the development of Strategic Plans. Congress and OMB, as well as the Department of the Interior, were extensively consulted in the development of the NPS servicewide plan. In the development of Brown v. Board of Education National Historic Site's local *Strategic Plan*, the following individuals and/or organizations were consulted.

- Bill Hunt, Archeologist, Midwest Archeology Center
- Carolyn Wallingford, Curator, Midwest Archeology Center
- Jana Gross, Historic Architect, Midwest Regional Office
- Craig Kenkel, Chief Cultural Resources Management, Midwest Regional Office
- The Brown Foundation, Value Analysis Team participants, indirect but germane to this plan
- Monroe Neighborhood Improvement Association
- Downtown Topeka, Inc.
- The Roundtable Association, Inc.
- The Turnaround Team, Topeka, Kansas
- Kansas State Historical Society, GMP & Historic Structures Report, Indirect but germane to this plan

VII. STRATEGIC PLAN PREPARERS

The following park staff members were intimately and extensively involved in preparing this strategic plan:

Alicia D. Bullocks	Chief of Administration, Principal Preparer
Steve Adams	Superintendent
Qefiri Colbert	Park Ranger
Treva Gordon	Maintenance Worker
Tarona Armstrong	Former Park Ranger
H. Tyrone Brandyburg	Former Chief of Interpretation
Bess Sherman	Former Superintendent

APPENDIX B

NATIONAL PARK SERVICE 8-STEP IMPLEMENTATION PROCESS

TO

PARK GPRA PLANNING

NPS PERFORMANCE MANAGEMENT PROCESS ("EIGHT STEPS")

❑ STEP 1 - Review NPS servicewide legislation, mission statement, and strategic plan

Review the Organic Act and subsequent NPS legislation and the servicewide *mission* and *mission goals* from the NPS strategic plan.

❑ STEP 2 - Establish the *mission* of the park--its purpose and significance

- *Purpose* - specific reasons the park was established.
- *Significance* - describes the park's distinctive cultural resources and values, why they are important within a national and international context, and why they contribute to the purpose of the park.

❑ STEP 3 - Develop park mission goals

Mission goals represent the ideal condition the NPS wants to attain or maintain. They must reflect the NPS servicewide mission goals (Step 1) and elaborate the particular purpose and significance of the park (Step 2). These goals should focus on results, not efforts, on conditions not strategies. They should be expressed in terms of desired future conditions. All park mission goals must clearly relate to the servicewide mission goals.

❑ STEP 4 - Determine long-term goals

Long-term performance goals are the outcomes to be achieved over the foreseeable future, typically 5 years. Long-term goals must describe results, not efforts, and characterize desired future conditions. NPS Long term goals incorporate performance measures in them with clear quantified target levels of accomplishment and completion dates. NPS long-term goals = GPRA general goals.

Once realistic, long-term goals have been identified, incorporate the appropriate measures of performance. Outcome measures should be used unless there is truly no alternative; any output measures used must be closely linked to the goals.

❑ STEP 5 - Assess Resources: determine current status of resources and visitor services and availability of fiscal and human resources

Assess the condition of the park/program resources (natural, cultural, recreational) to be preserved and the visitor/public services available now. Assess the availability of fiscal and human resources (inputs) and their utilization, constraints and prospects for change. This analysis will help develop resource baselines and realistic goals and help prioritize the outputs (the products and services) needed to achieve the goals.

❑ STEP 6 - Develop the annual performance plan that includes the (a) annual goals and (b) the annual work plan, the inputs and outputs needed to achieve the goals

Step 6 breaks the long-term focus of Step 4 into annual increments and specifies the actions and resources needed. The annual performance plan links outcome-related performance goals to specific outputs and inputs for a single year

- *Outcome-related goals*: Annual performance goals should be stated so that their relationship with the long-term goals in Step 4 is clear. Steps 5 & 6 identify how much of a goal can reasonably be accomplished in one year and prioritizes the goals.

- *Inputs and outputs:* The outputs are the products and services and activities required to achieve the annual goal. The inputs identify the fiscal and human resources required to produce those outputs.

- ❑ **STEP 7 - Implement the Annual Performance Plan**

Parks receive budget allocations and update annual performance goals to reflect available \$ and FTE. With this, parks implement the annual performance plans during the year.

Do the work!

- ❑ **STEP 8 - Develop the annual performance report**

Monitor performance toward goals using performance measures at appropriate intervals throughout the year. Evaluate results by comparing accomplishments with goals. Use public evaluations, personnel performance contracts, and management assistance process. Adjust subsequent annual goals, work plans, and long-term goals as necessary. Report results using the performance measures that best indicate performance to inform the public about the National Park Service. Performance information should help improve management capability, budget formulation, and public satisfaction.